

**International Programs in the College of Agricultural Sciences:  
Preparing the College for the Future**

**Report of the International Programs Advisory Council**

Submitted to Dean Robert Steele  
June 2001

# Report of the International Programs Advisory Council

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## I. Executive Summary

*...“The truth is that the idea of ‘going global’ is no longer a novelty—it is an essential requirement in the survival of nearly all enterprises in the new millennium.”*

President Graham Spanier  
CVCP Higher Education Conference, London  
January 23, 2001

“Going global” is increasingly critical to the University and the College of Agricultural Sciences to remain one of the nation’s premier institutions and fulfill its land grant missions of teaching, research, and extension. In the next five years, the College has the potential to: establish international preeminence for its research, teaching, and extension work in key regions of the world; offer new programs to our students making them even more competitive in the global marketplace; and be recognized for creative extension programs to prepare our extension educators to better serve the changing needs of Pennsylvania’s population.

To attain these goals, the International Programs Advisory Council (IPAC) has determined four key areas of priority need for the College that cut across our teaching, research, and extension missions.

- 1) Sparking Student Interest. IPAC is concerned that without directed efforts to peak student interest and appreciation for international experiences, the College will fail in its efforts to “internationalize.” IPAC strongly recommends a concentrated campaign to articulate the value of international perspective to students in the College, no matter the discipline or career track. Moreover, IPAC believes that this effort starts with the faculty in the College.
- 2) Changing the College Culture. IPAC strongly urges the College leadership to articulate to its faculty, student body, and extension staff its support for international programs as an integral part of the College experience in research, teaching and extension. The importance of international work must also be a regular part of the College’s dialogue with its stakeholders. Finally, the College’s reward structure must recognize the importance of international work towards carrying out our mission.
- 3) Creating New Partnerships. The Director of International Programs (hereafter referred to as Director) should work with the College leadership to make our international programs a part of a coordinated recruiting and marketing program, drawing attention and resources to the College from international alumni, Pennsylvania businesses, and other friends of the College. IPAC recommends that the Office of International Programs boost the visibility and image of international programs by developing several marketing items, in the form of brochures, website, posters, etc.

- 4) Creating “Flagship” Programs. IPAC believes that the College has an opportunity to better coordinate interest and expertise across the units into key integrated programs where the College can establish an international reputation as a “Center of Excellence.” These key programs would include faculty research, student study-abroad opportunities, promote extension institution building, as well as experiential learning opportunities for extension. IPAC believes this approach will also help the College achieve its other international goals.

IPAC strongly urges the College to commit the investments in staff and resources required to realize these goals. IPAC is proposing additional staff for the Office of International Programs and has prepared a recommended operating and program budget for the next five years. The budget that IPAC is recommending is based on the concept of early institutional investment working towards other sources of income in the out years, including endowments, gifts, and overhead return on projects.

## **II. Mission Statement and Strategic Considerations**

*The College is committed to mobilizing its tremendous resources and expertise to address the pressing global food and natural resource challenges of the 21<sup>st</sup> century, recognizing that through international programs we can expand the knowledge base, provide a richer educational experience for our students, gain a global perspective on issues affecting Pennsylvania, and positively impact Pennsylvania agriculture and food sector .*

This is an important and exciting time for the College to be developing international programs. There is growing realization across the country about the importance of international experiences in our schools and an increasing emphasis on international agriculture and natural resource issues in our trade, national security, and development assistance programs. Moreover, “going global” is increasingly critical to the University and the College of Agricultural Sciences to remain one of the nation’s premier institutions and fulfill its land grant missions of teaching, research, and extension.

As the College makes resource decisions about international programs, IPAC recommends that the College leadership consider four strategic issues:

- Challenge is Global. Despite economic prosperity and rising living standards in many parts of the world, 2 billion people suffer from malnutrition and food demand is projected to double by 2025, according to the International Food Policy Research Institute (IFPRI). Coupled with rapid population growth and urbanization in the world's poorest countries, the food and natural resource challenges of the this century are critical. *The College has an obligation to work internationally, to share expertise, and work towards a healthy global population and environment—it is the right thing to do.*
- Markets are Global. Exports of Pennsylvania food, agricultural, and forestry related products are more than \$1.5 billion annually, according to the Pennsylvania Department of Agriculture, with Canada as the primary export market. Other countries who are major importers of Pennsylvania products include Brazil, Germany, Indonesia, Israel, Italy, Japan, Mexico, People's Republic of China, Philippines, Russia, Saudi Arabia, South Korea, Taiwan, and the United Kingdom. *The College needs to prepare its graduates to be players in the global marketplace, involve local business and community leaders in programs, and consider growing markets for Pennsylvania products as it decides on strategic initiatives.*
- Research is Global. With government support for research declining around the world, it is important to collaborate to leverage increasingly scarce resources. Working internationally also gives our scientists access to the best sites, facilities, ideas, technologies and experiences. Indeed, the number of internationally co-authored papers is increasing (17% in 1981; 29% in 1995), according to a study by the RAND Corporation. *The College needs to ensure that its faculty has regular interactions with centers of excellence around the world. Disease, environmental, agricultural and food issues, and other challenges of the 21<sup>st</sup> century, know no borders!*
- Communities are Global. Pennsylvania, settled primarily by Germans and other Europeans in its early years, has a rich cultural heritage and a changing face. According to 2000 census data, Pennsylvania's Hispanic population has grown by 70% since 1990, and its Asian population has grown by 60%. *The College needs to make sure its faculty, graduates and extension professionals have opportunities to experience other cultures and learn other languages, particularly those that have formed the Pennsylvania of today and are shaping the Pennsylvania of the future.*

### **III. Program Recommendations**

IPAC has determined four key areas of priority need for the College that cut across our teaching, research, and extension missions. IPAC believes the College needs to spark student interest in international issues, work harder to change the culture of the College regarding international experiences, and boost visibility and sharpen the

image of international work of the College. IPAC also believes that the College should focus on one or two “flagship” programs to help accomplish our goals. Following is a summary of each of the four areas, along with highlights of the most significant program and resource recommendations. Detailed analysis and specific program recommendations for each of the three mission areas can be found in the Appendices.

A. Sparking Student Interest. IPAC is concerned that without directed efforts to peak student interest and appreciation for international experiences, the College will fail in its efforts to “internationalize.” The College will continue to be judged by the students it turns out, and our students must be equipped to fully participate in the global economy. Less than 2% of our students currently participate in any type of international experience before they graduate. Last year, only 25 students participated in the university’s study abroad programs and the number of students choosing International Agriculture as a minor has remained constant since its creation.

IPAC strongly recommends a concentrated campaign to articulate the value of international understanding to students in the College no matter the discipline or career track. Moreover, IPAC firmly believes that faculty must be a big part of this effort. Programs to support this initiative include:

- Encourage units to create short-term study tours as part of the curriculum. IPAC believes that the best way to make international experiences routine for our College students is to offer a menu of options and develop programs directly tied to a student’s curriculum. IPAC therefore recommends that the College institute a small grants program to encourage units to develop short-term study tours. IPAC also encourages the Director to continue to enhance the College’s study abroad program at Moscow State Agroengineering University, develop additional semester study programs for the College, and to work with the University Office of International Programs to identify where agricultural and natural resource programs can be brought into existing agreements.
- Travel for faculty. IPAC recommends that in order to highlight the importance and seriousness of international experiences, that the College should offer a travel grants program for faculty, specifically targeting faculty who have never traveled or who wish to travel to develop new relationships.
- International Ag Minor. The Council recommends that the Director work with units and faculty to develop new courses for the minor in the College, particularly in the area of ag business, biotechnology and trade issues relevant to agriculture. The Council also suggests that the College budget \$10,000 per year to the minor in the form of student travel support, allowing each student in the minor to gain an international experience. This number, however, would be subject to negotiation to reflect projected increased enrollment.

- Closer Cooperation with Director and the Office of Undergraduate Education in four key areas: 1) more visible involvement in College orientation programs; 2) provide tools to faculty to allow them to internationalize the curriculum, to include but not be limited to workshops for faculty and advisors, developing a speakers database and other centralized resources; 3) build in international interest survey into application or other student survey; 4) work with unit leaders and Pennsylvania businesses to develop specific opportunities, and develop an international internship resource database for students; and 5) the Director should work with Office of Undergraduate Education to continue efforts to internationalize the curriculum.

Changing the College Culture. Despite indications of support and interest, IPAC believes that the College leadership must work more definitively to promote appreciation and understanding for international work as an integral part of the College experience in research, teaching and extension.

- Leadership Vision Statements. IPAC encourages the College leadership to articulate to its faculty, student body, and extension personnel its vision for international programs in various forms, especially in the College's Strategic Plan. Moreover, IPAC asks that the College leadership make international efforts a regular part of communications with its Board of Trustees, Advisory Councils, and friends of the College.
- Policy Changes. IPAC believes that the College leadership needs to ensure that the reward system reflects the new College "culture"—active involvement in international activities will depend, in some measure, on a supportive reward system. IPAC recommends a strongly worded letter from the Dean at the beginning of each P&T cycle to remind unit leaders and P&T committee members of the importance of international work to the College's mission. IPAC also recommends establishing a "mentoring" process and other steps to help faculty highlight international work in their dossiers. (See Appendix E.)
- Annual Award. IPAC recommends that to illustrate the College's new commitment, the College establish an "International Awards Program." This award would be granted each of the next three years to recognize outstanding contributions by a faculty, student, extension agent, and possibly staff member.

Creating New Partnerships. IPAC recommends that the College take steps to boost the visibility of our international programs as part of the College's stepped up recruiting, marketing, and fund-raising efforts. Develop new programmatic partnerships with businesses, government, other Universities, alumni, donors, etc.

- Boost Visibility. IPAC believes that the Director should have regular opportunities to represent the College in national and international meetings. In the absence of a full-time Director of International Programs over the past several years, the College has not been as active in national-level activities and

initiatives as it should be. Moreover, in the absence of a strategic vision for international programs, participation in those activities has not been as effective as it could have been.

- **Sharpen College Image.** It has been several years since any effort was made to promote international activities as part of a coordinated recruiting and marketing program, drawing attention to the College from international alumni, Pennsylvania businesses, and other friends of the College. IPAC recommends that the Office of International Programs develop several marketing items, in form of brochures, website, and posters, including: 1) general information about international programs at the College; 2) international opportunities for students; 3) our extension service in a global economy.

Creating “Flagship” Programs. There is a tremendous level of international activity across the College, but in the absence of an international director, there has been little or no effort to capture, coordinate or capitalize on it. IPAC believes that the College, under the leadership of the Director, has an opportunity to assess the current types of activity, gauge the level of interest and support, and maximize the College’s investment in key areas or regions. IPAC recommends that the Director undertake this type of assessment, bringing together our research, teaching, and extension interests and experiences into key integrated programs where the College can establish a reputation as a “Center of Excellence.” These key programs would be comprised of individual initiatives as well as College initiatives coordinated and “packaged” out of the Office of International Programs. They would be supported by various funding sources in federal, state, and local governments, business and other private interests, and through partnerships with non-government organizations. These programs would receive priority funding from the College where appropriate and supported by endowed programs where possible. Initial discussions point to Central and Eastern Europe and Latin America as two leading possibilities for the College’s efforts.

To assist in establishing these programs, IPAC recommends that the Office of International Programs move quickly to develop a centralized reporting mechanism and database to track the international activity of faculty, students and extension staff. IPAC also recommends that the Director hire a Program Coordinator. This full-time professional would be responsible for developing the College’s “flagship” programs. The Program Coordinator would seek funding opportunities for College programs, coordinate research, academic, and extension programs, maintain the database of activities, communicate regularly with faculty and staff, as well as promote and market the College’s activities and expertise.

#### **IV. Resource Recommendations**

IPAC makes the following resource recommendations in support of its strategic plan. The five-year budget is based on the concept of early institutional investment working towards other sources of income in the out years, including endowments,



gifts, and overhead. IPAC strongly encourages the Director to work closely with the Dean and Associate Deans, Unit Leaders, Industry and Alumni Relations and the Development Office to develop private interests and possible financial support for College programs from international alumni, Pennsylvania businesses, and other friends of the College. In particular, the Director should seek to build on the Woskob endowment to create an endowment for work with Central and Eastern Europe. The Director should also work towards establishing an "International Partnership Fund" to help support undergrad and grad student travel. This fund would begin with college funds in the initial years, but grow through contributions from businesses and other donors, as well as small gifts from faculty and students.

A. New Personnel

Program Coordinator. This full-time professional would be responsible for developing the College’s “flagship” programs. The Program Coordinator would seek funding opportunities for College programs, coordinate research, academic, and extension programs, maintain a database of activities and regular interactions with faculty and staff, as well as promote and market the College’s activities and expertise.

Student Coordinator. This full-time professional would work closely with the Office of Undergraduate Education to coordinate recruiting, orientation, and internship programs. The Student Coordinator would work with units and the University Office of International Programs to develop new study abroad opportunities, both short- and long-term programs. The Student Coordinator would also work with faculty to internationalize the curriculum and reinvigorate the INTAG program.

Extension Liaison. This professional would be an extension agent dedicated to international programs for a determined period of time (3 months-one year). The Extension Liaison would be responsible for organizing workshops, communicating opportunities, and assisting agents in their international work.

Staff Assistant. This full-time Staff Assistant would work under the direction of the Administrative Assistant to support the activities of the office, primarily supporting the Program and Student Coordinators and the Extension Liaison in their work.

Work-Study Student. This work-study student would work under the direction of the Administrative Assistant to support the logistical work associated with the Office’s activities.

B. Budget—Operating Fund

	Year 1	Year 2	Year 3	Year 4	Year 5
Travel for Staff	\$25,000	\$25,000	\$25,000	\$25,000	\$25,000
Equipment	\$25,000	\$10,000	\$10,000	\$10,000	\$10,000
Hospitality	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000
Apt. Rental for Int’l Visitors	\$ 6,000	\$ 6,000	\$ 6,000	\$ 6,000	\$ 6,000
Supplies & Misc.	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000
Information Tech. Consultant	\$15,000	-0-	-0-	-0-	-0-
Promotional Materials	\$ 8,000	\$ 8,000	\$ 8,000	\$ 4,000	\$ 4,000

C. Budget—Program Funds

	Year 1	Year 2	Year 3	Year 4	Year 5
Faculty Travel Fund (p.6)	\$30,000	\$30,000	\$30,000	\$20,000	\$20,000
INTAG Program (p.6)	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
Study Tour Grants Program (p.6)	\$15,000	\$15,000	\$15,000	\$15,000	-0-
Student Travel Fund	\$ 20,000	\$20,000	\$15,000	\$10,000	\$ 5,000
College Awards Program (p.7)	\$ 3,500	\$ 3,500	\$ 3,500	\$ 3,500	\$ 3,500
Director's Initiative Fund	\$30,000	\$30,000	\$30,000	\$30,000	\$30,000

**V. Timeline and Evaluation**

IPAC recommends that it continue to function and provide advice to the Director to assist in implementation of these recommendations. Once this plan is finalized, IPAC will prepare a timeline for implementation, with annual reviews. Further, IPAC recommends that in the future, the strategic planning process for International Programs occur on a five-year cycle in conjunction with the College strategic planning process.

## Appendix A

### **International Programs Advisory Council (IPAC)**

The College of Agricultural Sciences hired a full-time Director of International Programs in September 2000, to rebuild the Office of International Programs and create a new vision for international programs in the College. The position is considered a new one and represents a unique opportunity for the College to develop international research, teaching and extension programs appropriate for the challenges and issues of the 21<sup>st</sup> century.

To assist in this effort, the College created an International Programs Advisory Council (IPAC) in January 2001. This report captures the deliberations and recommendations of the IPAC. It is a series of recommendations designed to mobilize the College's tremendous resources and expertise to address the pressing global challenges of the 21<sup>st</sup> century. The report also makes recommendations regarding the infrastructure in the College for international programs, as well as recommendations regarding the key functions of the Office of International Programs and resources to support those functions.

The membership of the IPAC consists of representatives from each academic unit, two representatives from the extension service, and two student representatives (undergraduate and graduate). Selection was based on prior international experience, expression of initiative, and in consultation with Unit Leaders. IPAC meetings were also open to other interested parties in the College, particularly the Development Office and Industry Relations. In addition, the IPAC sought to share deliberations with key partners outside of the College particularly, the Penn State Ag Council, Farm Bureau, Agri-Food Advisory Council, Pennsylvania Council of Cooperative Extension Associations, University Office of International Programs, and the international offices at the Smeal College of Business and Schreyer's Honors College. All meeting minutes were posted on the College's website.

The IPAC "kickoff" meeting was held in mid-January. Three focus groups met from February-April to consider the research program, the academic program, and the extension program. In addition to issues particular to each, the three groups were asked to consider outreach, use of technology, and integration of functions in their deliberations. Each group identified a liaison person to be responsible for ensuring integration of the three focus group discussions and recommendations.

### International Programs Advisory Council (IPAC)

<u>Member</u>	<u>Unit</u>	<u>Phone</u>	<u>Email</u>
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## Appendix B

### Research Programs—Strengths and Weaknesses

The College has a notable number of faculty involved in international collaborations. There is activity in every unit on every continent, although the level of perceived support for international work varies among units. Faculty interest is high and new partnerships are forming daily, whether in the form of agreements with CGIAR centers, bilateral initiatives, or requests for PSU expertise.

There are several issues of concern, however.

- First, there is currently no way to measure the level of international activity or gauge the areas of interest. Without such a central repository of knowledge, it is difficult to maximize the College's investment in international activity through a sort of "efficiencies of scale." For example, when faculty active in Latin America were brought together, many were unaware of their colleagues' work in the region.
- Secondly, without some type of centralized effort, there is no way to systematically bring back knowledge and experiences from international activity in the form of new perspectives for the classroom, new knowledge for colleagues in research or extension, or new opportunities for the College.
- Finally, without such a knowledge base it is difficult to respond to opportunities or to market the College's expertise.

IPAC--while believing that decentralization is healthy, and supportive of individual unit and faculty initiatives--recommends that the Office of International Programs be empowered to carry out several "centralized" initiatives:

- First, IPAC recommends that the Director conduct regular (2 per semester) discussion groups among faculty on a country, region, or crosscutting topical issue. In addition, the Director should conduct periodic seminars with guest speakers to keep international issues as a visible part of the College's activities and priorities.
- Secondly, IPAC recommends the Office of International Programs move quickly to develop a centralized reporting mechanism and database to track the activity.

IPAC is also concerned about the continuing debate about how the College leadership values international work, particularly for untenured faculty on the tenure track. IPAC therefore recommends that the Dean of the College make high visibility pronouncements about the College's support for international work and that all new postings include a sentence stating the College's preference for faculty with international experience. While there was much discussion about the need to more

specifically include international research in the promotion and tenure criteria, IPAC at this point does not recommend changes to the system. Instead, IPAC recommends that faculty be “counseled” in how to make international experiences augment their dossier.

## Appendix C

### **Academic Programs—Strengths and Weaknesses**

The College has a rich resource in its international students. There are currently 140 graduate students from 35 countries in the College and over 350 alumni in 80 countries around the world. The College also has a growing number of U.S. students who have participated in study abroad, study tours, or international internships who are enthusiastic about sharing and promoting these experiences with others.

There are several issues of concern, however. The experiences and perspectives of international students are underutilized. In addition, there are extremely few international students at the undergraduate level—with only three international undergraduates. The College ranks almost last relative to its counterpart Colleges in the Penn State system.

With regards to U.S. students, there are four issues:

Overseas experiences. Currently, less than 2% of the College's student body participates in a study abroad experience, primarily because most study abroad experiences offered through the University are geared towards liberal arts students. (Last year, for example, only 25 students studied abroad through a University program.) Last year, however, 10 students participated in the College's semester abroad program at Moscow State Agroengineering University, and 50 students traveled to Ireland as part of the short-term study tour organized by the Dairy and Animal Sciences Club. This year, 10 students went to Ukraine and 20 students will be traveling to Germany with the School of Forestry's study tour arrangement with Freiburg. The College clearly needs to support the development of more targeted, and/or short-term international programs for its students. It is not clear how many students participate in international internships each year.

International perspectives in the classroom. Until and unless students hear about international issues from faculty on a routine basis in the classroom, few will appreciate how international issues are shaping their lives on a daily basis. Faculty must be encouraged to develop resources and have experiences that will allow them to do so and the College needs to help provide access to tools and resources. The College currently offers few courses specifically focused on international agriculture and the International Agriculture minor has not been updated in several years.

Advising and Orientation. The Council on International Education recently surveyed high school students and found that 40 percent anticipated participating in an international experience during their College years. However, nationwide, less than 2% of College students end up going overseas during their undergraduate years. There is a strong need, therefore, from the first day on campus to help and



encourage these students to incorporate an international experience into their curriculum both through creative orientation programs and training for advisors.

Graduate students. Graduate students interested in conducting international research currently have no support infrastructure in terms of financial support from units or the College. Travel resources currently available are for travel (primarily domestic) to present research findings. The College needs to systematically determine how to provide education and guidance to internationalize their experience. Our graduate students are the next generation of faculty and we cannot afford to perpetuate the problem.

IPAC strongly urges the College to undertake several initiatives to spark student interest in international programs, building an expectation and making international programs a regular, routine part of the student, faculty, and advisor experience.

- Encourage units to create short-term study tours as part of the curriculum. IPAC believes that the best way to make international experiences routine for our College students is to offer a menu of options and develop programs directly tied to a student's curriculum. IPAC therefore recommends that the College institute a small grants program to encourage units to develop short-term study tours. IPAC also encourages the Director to continue to enhance the College's study abroad program at Moscow State Agroengineering University, develop additional semester study programs for the College, and to work with the University Office of International Programs to identify where agricultural and natural resource programs can be brought into existing agreements. IPAC recommends that the Director develop a "Certificate of International Competence" to be offered to students who participate in a "quality" international experience, and to create an Ag Ambassadors program.
- Travel for faculty. IPAC recommends that in order to highlight the importance and seriousness of international experiences, that the College should offer a travel grants program for faculty, specifically targeting faculty who have never traveled or who wish to travel to develop new relationships.
- International Ag Minor. The Council recommends that the Director work with units and faculty to develop new courses for the minor in the College, particularly in the area of ag business, biotechnology, site-specific appropriate technologies, and trade issues relevant to agriculture. The Council also suggests that the College budget \$10,000 per year to the minor in the form of student travel support, allowing each student in the minor to gain an international experience.
- Closer Cooperation with Office of Undergraduate Education in four key areas: 1) be more visible in College orientation programs; 2) to provide tools to faculty to allow them to internationalize the curriculum, to include but not be limited to workshops for faculty and advisors, developing a speakers database and other

centralized resources; and 3) to build an international interest survey into application or other student survey.

- International Internships. IPAC believes there is great value in internship experiences and encourages the Director to work with unit leaders and Pennsylvania businesses to develop specific opportunities. The Office of International Programs, in conjunction with the Office of Undergraduate Education, should also develop a resource database for students.

## Appendix D

### **Extension Programs—Strengths and Weaknesses**

The Extension leadership at the national level has been encouraging the “internationalization” of extension since the 1980s, but progress around the country has been minimal. International educational and experiential opportunities are critical for Penn State Cooperative Extension to prepare our people for the future. Our extension agents and specialists have the expertise to help eliminate global hunger; can help local business and community leaders develop skills and gain knowledge to function in the global marketplace; and help address international issues facing Pennsylvania, such as Plum Pox or rural-urban interface. In addition, our expertise in children, youth and family issues and 4-H are also knowledge bases that can be transferred internationally. An “internationalized” cooperative extension can help preserve Pennsylvania’s cultural heritage and foster understanding and appreciation for stronger communities.

The extension leadership at the College is supportive of international opportunities for faculty and staff. Penn State was a key participant, for example, in USDA’s PAEP program with Poland in the early 1990s. Extension leadership throughout the commonwealth has also been supportive of individual agent initiatives to participate in programs through USDA, as well as volunteer organizations such as ACADI/VOCA and CNFA.

While there has been notably positive international activity in Penn State Cooperative Extension, IPAC is concerned that the efforts have been disjointed. As is true with the research effort in the College, there is no knowledge base on which to build strategic programs that link with other College efforts or bring in issues and interests important to the Commonwealth. Moreover, without a more focused effort, there is no way to bring together expertise from across the cooperative extension to market Penn State’s unique capabilities.

IPAC recommends a more strategic approach to the effort to “internationalize” Penn State Cooperative Extension in four categories:

- **Assessing Interests and Experiences.** IPAC recommends that the Office of International Programs develop database similar to faculty database.
- **Educational Workshops.** IPAC strongly recommends that the Director conduct regular sessions in regions, rather than at a more centralized level. These biannual sessions would be designed to present international opportunities, discuss current international issues relevant to Pennsylvania, and explore interests and issues in the community where international experiences could make a difference.

- Extension Liaison. An extension liaison is an extension agent that is seconded to the Director of International Programs to develop a strong working relationship between that office and the county-based extension system. The person would serve in a temporary appointment, being replaced by another agent at the end of a term. This would serve two purposes: 1) Ensure that the Office of International Programs is fully informed about expertise available in the extension system and 2) Ensure that the extension system is fully aware of international opportunities.
- Establishing a Professional Development Plan and General Criteria for International Experiences. IPAC suggests that international experiences should meet at least one of three criteria: 1) be a recognized part of professional development plan discussed and planned in concert with CEDs and RDs; 2) support broad college goal or flagship program; and 3) involve local community initiative or business need.
- Marketing the Penn State Extension System. IPAC believes that Penn State Cooperative Extension, as an excellent example of the land grant model, is uniquely qualified to introduce the university-based system of extension to countries around the world where government-based extension is most common. The Council recommends that Penn State Cooperative Extension “market” itself internationally by producing, for example, a brochure to use in developing new opportunities, particularly in the countries in the College’s “flagship” program areas. The Council suggests that new international extension “teams” be created in key issue areas as well.

## Appendix E

### **Policies**

The following policies are designed to assist the College in realizing the full potential of its internationalization efforts, as well as facilitate operating procedures for the Office of International Programs and its work with individual units, faculty, and students. These policies are important parts of the overall plan, as signals provided by factors such as policies on promotion and tenure, salary savings, and overhead, can have a significant impact on the willingness of faculty and staff to broaden their programs into the international arena.

#### **Policy on Evaluation for Promotion and Tenure**

The health of agriculture and rural communities in Pennsylvania depends on global forces. Active involvement in international activities by faculty and staff is required and, in some measure, depends on a supportive award system. IPAC recommends that the College adopt a policy statement clearly articulating the value of international activity as an integral part of the evaluation process and that the Dean prepare a letter at the start of each P&T cycle to remind unit leaders and the members of P&T committees of the importance of international experiences to the College mission. Moreover, to encourage adherence to this policy, the following actions are recommended. (NOTE: These are based on policies at Virginia Tech.)

- 1) Prior to undertaking an international activity, the faculty/staff should clearly articulate in writing to the unit head or other appropriate administrator, the nature of the activity, accomplishments expected, and the benefits to the department or center, college, state, nation, international audience, and professional growth and expertise of the faculty/staff.
- 2) During the international activity, the faculty/staff should document the scholarship, accomplishments, and impacts through publications, reports, written evaluations by host country collaborators and sponsors, or other means.
- 3) The faculty/staff should work with the unit leader or other administrator to develop a plan for covering responsibilities on campus or in the state while she (he) is abroad.

In addition, IPAC recommends that a “mentoring” system be devised to assist faculty/staff with tools and techniques on how to promote international experience in the promotion and tenure process as augmenting teaching, research, or extension responsibilities.

## **Overhead Policy on International Activities**

Sharing of indirect costs on international grants can serve as an incentive for departments and faculty/staff to become involved in international programs. All overhead received by the College will be returned to the department(s) of the PI or coPI on the grant, unless the grant is administered by the Office of International Programs. In that case, the Office will charge 5% overhead to administer the grant.

## **Policy on Principal Investigators**

International Programs are initiated either by the individual faculty at the department level or by the Office of International Programs. In the former case, the faculty member initiating the project will be the PI and will identify Co-PIs. If the project is administered by the Office of International Programs, the Director will be listed as the first PI on the proposal, with Co-Pis from departments as appropriate.

## **Salary Savings**

The salary savings policy with respect to international activities is the same for domestic activities within the College.